AN EXAMINATION OF MANIFEST INTEREST AS RELATED TO STUDENTS' SELF-RANKING OF PERCEIVED ABILITY

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CHAPTER I

INTRODUCTION

Improvement in the educational and training programs for youth in America has been of great importance historically, traditionally, and continues to be of special concern to the nation today. To enable America's educational system to meet the demands placed upon it requires the cooperative efforts and participation of all interested individuals and groups throughout the country. Among the important factors and considerations to be included in the attempts to improve the effectiveness of the educational and training programs are the interests, abilities, and expectations of the youth themselves. The focus of this study is on the American Indian youth because of the peculiar, unique, and special nature of their problems relative to education and training.

Senator Hubert Humphrey pointed out in May, 1964 that "the four hundred thousand American Indians living today on reservations constitute the most oppressed minority group in the United States" (Henderson, 1971, p. 61).

In further recognition and acknowledgement of the existence and magnitude of the Indians' problems, Henderson (1971, p. 70) states

> It is obvious that formulating an approach to the war on poverty among Indians is immensely complex, and that much confusion exists. Undoubtedly this is true of the war on poverty in general, and Indian leaders and

> federal officials hope that the Indian experience will produce some useful knowledge which can be applied to similar situations.

While their plight is generally an accepted fact, the reasons are not as conclusive or as clearly defined. According to Passow (1967, p. 76), "school failure is attributed to low status, economic impoverishment, and resistance to erasing their cultural identity." The high dropout rate at the secondary school level tends to bear out Passow's observation as this is a point in time at which it becomes most difficult to put aside influences of the traditional cultural concept of cooperation and assume a competitive attitude consistent with the dominant society. Henderson (1971, p. 67) further observes that "while the typical American educational system favors individualism and competition, the Indians are group-minded."

Although an increasing number of Indian students are completing high school and college there still is a shortage of success models among many of the tribal groups. Wax (1971, p. 84) says

> Meanwhile, on the level of scholastic achievement as measured by nationally standardized tests, the relative performance of Indian children shows a steady decline with advancement in grade. Whereas in the early grades--and despite major cultural and linguistic handicaps--Indian pupils are much on a par with children elsewhere, by the upper elementary grades there has been a sizeable dropoff.

Among the postulations considered were: poor self-concept, lack of motivation, bi-cultural conflicts, racial discrimination, and unilaterial governmental control of the Indian's affairs.

Obviously, the educational system, in its traditional approach, has failed not only in its attempt to solve problems among the Indians, but also in defining them clearly.

Utilizing results of current standardized tests and measures of individual interests and native abilities as a basis upon which to develop more effective guidance techniques and curriculum content for the disadvantaged and handicapped Indian youth is particularly desirable in view of their present status.

Statement of the Problem

The primary concern in this study is "what kinds of experiences have the Chilocco Indian School students had in selected areas and how do they perceive their abilities in relation to these experiences?"

It is suspected that American Indian youth have trouble making career choices because of their limited educational backgrounds and work experience records. The negative self-image resulting from academic retardation tends to further complicate the problem. It is hoped that assessment of manifest interest can be used effectively in guidance of Indian students to help overcome some of these difficulties.

The concept of career education, with its provisions for extending the limited views of the minorities, as well as non-minorities, concerning the world of work offers an appropriate and timely alternative to the existing traditional approaches to academic education.

The following research is cited because it verifies the limited view of the world of work held by many students. Henderson (1971) states that his research showed that the Indian children knew almost nothing about the jobs available to them or what preparation was necessary for those jobs. The problems among these Indian children seemed primarily to be uncertainty as to what possible jobs there might be. The study showed that the difficulty with white children

seemed to be from knowing about too many jobs, from which they could not make a choice.

The Indian children in integrated schools knew somewhat more about jobs than the other Indians. The reason appears to be that these schools were in urban communities and that the Indian children had contact with other children whose fathers had a variety of jobs.

A study conducted by Crosier (1972, p. 1) showed that "students planning their high school or college curriculum are often unaware that there is a relationship between the academic courses they take and their future roles in the world of work."

In Cochran's study (1972) a general lack of maturity, an inadequate self-understanding, a lack of knowledge, and limited interests are cited as hampering the student in decision making.

Added to the student's lack of knowledge of the world of work is his low self-esteem. For example, in a study by Finnegan (1971) it was found that self-esteem and vocational choice were directly related. The Ghiselle Self Description Inventory as the measure of self-esteem was used. The subjects were upperclass students from two large state universities. The hypothesis was that a person's perceived needs are a good prediction of his vocational choice and that this perception of needs is directly influenced by self-esteem. In other words, persons high in self-esteem have perceptions that enable them to more accurately predict their career choice. Poor predictions of career choice are the results of low self-esteem.

In another study cited by Henderson (1971, pp. 69-70) of 207 white and 582 Indian students' essays on "My Hopes for My Life in Leaving School," it was found that some children expressed psychological

insecurity.

> These children had much more humility of ambition and much more lack of confidence than the white children.
>
> In fact they had various fears that they might not 'make the grade', even for low-level jobs. Many were concerned for their family and tribe should they have to leave them for jobs. While the older and embittered Indians ascribe Indian failures to the prejudices of whites, these children felt no bitterness about this.
>
> Most interest was shown in a job by the Indian children: 91 per cent wanted a regular job, and most wanted it off the reservation. Nearly the same percentage of white children wanted a job, but mentioned nothing steady or regular about it which was no doubt taken for granted.
>
> The concentration of interests in jobs and the remarks relating to achievement--and possible frustration--were the most striking thing about these essays. The mention of 'steady' and 'regular' was particularly interesting in view of the fact that Indians have the reputation for being interested primarily in casual or seasonable labor, tasks which require a major but temporary concentration of effort.

Purpose of the Study

The purpose of this study is to examine the relationships between manifest interests and perceived abilities of the Chilocco Indian School students. The cooperation of the students was necessary in completing this survey and each student present for classes on the days of the survey was asked to complete a questionnaire in ten manifest interest areas and to self-rank themselves according to their abilities. This is considered to be the starting point for career planning and one of the first steps in fulfilling the purpose of the study.

Definition of Terms

The following definitions developed by Super and Crites (Miller, 1971) are used to support this study.

Expressed Interests - are simply statements by an individual that he likes a certain person, place, or thing.

Tested Interests - The responses of persons which demonstrate a wide acquaintance with tools, parts, and so on, are considered likely or possibly to have an interest in things mechanical.

Inventoried Interests - are measured by asking a subject which of several interest objects he prefers over others, as in the STRONG VOCATIONAL INTEREST BLANK or the KUDER PREFERENCE RECORD.

Manifested Interests - Acknowledges or accepts the premise that a person's activities reflects their manifested interest.

CHAPTER II

REVIEW OF LITERATURE

This chapter is concerned with a review of the literature in the areas of interests and abilities. While a considerable amount of literature is expected to be available in the general areas of concern of this study, directly related literature and studies, of course, are not expected to be as abundant. The primary focus being limited to a cross-sectional representation of an American Indian youth population presumes to give the study a somewhat particular or unique nature. This is true primarily because of the variations in the cultural backgrounds of the students being examined and by the presence of influences that could not be duplicated by any other racial group.

While the study deals more specifically with certain well-defined terms, concepts, and techniques, this review will include general related information, terms, and non-Indian population studies. However, in appreciation and recognition of the studies of William Price Ewens, professor of Applied Behavioral Studies at Oklahoma State University, who developed the instruments used in this study, his works are cited first. Ewens' (1956a, p. 173) study describes

> . . . the development of the Activity Experience Inventory, a measure of manifest interest, using the interest areas of the Kuder Preference Record, Form BB, as a framework for the inventory . . . . This study further showed males had significantly greater mean experience scores than females in the mechanical, computational, and scientific areas. Females had

> significantly greater mean experience scores in artistic, literary, musical, social service, and clerical areas.

In another study, Ewens (1956b, p. 224) explains

> . . . the relationship between interest preference as measured by the Kuder Preference Record and experience as measured by the Activity Experience Inventory . . . . the Activity Experience Inventory can be classified as an inventory approach to the measurement of manifest interest . . . . This interpretation of manifest interest is supported by Super (9) in the statement 'Manifest interest is synonymous with participation in an activity or an occupation.' Interest inventories designed to measure the subject's expression of attitude toward listed occupations have been classified as measuring subjective interests (5), and (8). From this point of view the Kuder Preference Record can be classified as a measure of subjective interest. The findings of this study, therefore, can be interpreted as an indication of the relationship between subjective and manifest interests.

In still another study, Ewens (1963, p. 359) reported

> The relationship of interest to aptitude has been extensively studied but the findings are consistently contrary to what might be anticipated in recognition of the psychological literature in the area of motivation.

Ewens explains this is a study of interest to aptitude (1) by interest areas and (2) by profile patterns. Data on interests were obtained by using both the Kuder Preference Record (preferred interests), and the Activity Experience Inventory (manifest interest).

According to Campbell (1971, p. 345), psychological tests and inventories date back in American history to about 1900. He credits E. L. Thorndike with being probably the first to deal specifically with interests. Among the findings of Thorndike's project was that

> . . . interests are also shown to be symptomatic, to a very great extent, of present and future capacity or ability either because one likes what he can do well, or because one gives zeal and effort to what he likes, or because interests and ability are both symptoms of some fundamental feature of the individual's original nature, or because of the combined action of all three factors, interest and ability are bound very closely together. The bond is so close that either may be used as a symptom for the other almost as well as for itself.

In the continuing effort to provide effective and meaningful education and training programs for the youth in this country, particularly Indian youth, it is necessary to have the active participation and cooperation of the youth themselves. Although the lack of cooperation and enthusiastic participation is not limited to the Indian population altogether, there seems to be evidence this is one of their main problem areas. Kinzer (1972, p. 13) reported in his study

> . . . that the minority student does not consider himself a part of the school because the values of the school system are not his . . . . that talented minority students rarely do well in school as middle class students of equal or even lesser ability, and some of them drop out even when they are intellectually capable of continuing.

The questions raised here are (1) what are the value conflicts, and (2) why do they lack motivation? These are initial obstacles prior to effective administration of the testing and measuring instruments necessary in providing accurate and meaningful counseling and career guidance. Another question that further complicates the problem is whether or not his attitude represents a form of passive resistance to the erasing of cultural identity? Denues (1972, pp. 50-51) explains

> . . . that identity has a particular meaning also for persons of a minority race. Minority groups are demanding, rightfully, that their identity be respected and not repressed by the white man. . . . During the first two years of college an identity crisis often occurs . . . . When you consider that 50 per cent of the students enrolled in college drop out the first two years, it is clear that some conflicting ideas about themselves must be resolved.

The problem of the high school dropout is the result of the explanation by Cole (1972) that education remains much the same as always, dull and boring. Assuming that this is in reference to the regular high school academic curriculum, it is in this situation that the concept of career education may be especially helpful in giving education real meaning. Sometime prior to the dropout prone years (grades), the vocational interest inventories or tests should have been explained, administered, and the results accurately interpreted and recorded. The explanations should include sufficient information for a thorough understanding that "Interest tests are not tests at all but inventories of personal interests that are helpful to an individual searching for his line of work," according to Denues (1972, p. 65).

Although the following does not support the notion presented above that the career education concept may provide real meaning to an individual's educational experiences, Evans et al. (1973, p. 45) says that the concept of career education is not universally endorsed and that

> In our culture, the role of interest in career choice tends to be overemphasized . . . . In point of fact people are more likely to end up doing what they are capable of doing than they are to end up doing what they like to do if there is some inconsistency between the two . . . . There is some evidence to indicate that preferences, in fact, are influenced by success . . . instead of the reverse.

Considering Evans' views in terms of the dominant cultures national norms does not leave much room for argument on this point. However, inconsistencies do exist between capabilities and interests among the disadvantaged minorities concerning preferences which results from the lack of successful experiences along with other influencing factors. It would seem, then, that the application of the principles of the concept of career education provides the introduction and exploration possibilities needed in the Indian youth population for their use in career decision making. The importance to the individual (any individual) which in turn assists in the establishment of career expectations is explained by Denues (1972, p. 49).

> Let us take our time in saying it . . . [because it is] complex and it is weighty . . . . Identity is found in the core of the individual and yet also in the core of his community . . . . It is a process of interaction between the two. In psychological terms, the individual reflects and observes: he judges himself in the light of what he perceives to be the way others judge him in comparison to themselves and their . . . [expectations]; and, in turn, he judges their way of judging him in the light of how he perceives himself in comparison to them and his . . . [expectations] . . . . The process is always developing and is a process of increasing differentiation in the widening circle of the community and of the world.

CHAPTER III

METHODOLOGY

Selection of the Population

The Chilocco Indian School population was selected for this study because of its close proximity, cross-sectional state representation (Appendix C), and the fact that it includes the grade levels during which time a majority of lifetime career choices are formulated. Also, the investigator is a graduate of Chilocco Indian School and presently is a Department of Labor Indian Manpower Fellow majoring in Vocational-Technical and Career Education at Oklahoma State University.

Description of the Population

The Chilocco Indian School is a non-reservation boarding school operated by the Bureau of Indian Affairs for Indian students of one-quarter or more degree of Indian blood. Enrollment is open to Indian youth from any of the United States who meet the needs and eligibility criteria. The 1974-75 school year enrollment consisted of 97 freshmen, 59 sophomores, 59 juniors, and 36 seniors, for a total of 251 from 18 different states. A description of the study population used in this study is presented in Table I.

TABLE I

DESCRIPTION OF STUDENTS BY AGE, SEX, AND GRADE

	9th		10th		11th		12th		
Age	Male	Female	Male	Female	Male	Female	Male	Female	Total
14	1	3	--	--	--	--	--	--	4
15	7	7	3	1	--	--	--	--	18
16	6	4	9	11	6	5	--	--	41
17	3	1	8	8	11	10	1	--	41
18	2	--	3	2	3	2	7	6	26
19	--	--	--	--	--	--	4	--	4
20	--	--	--	--	--	1	1	3	5
	--	2*	--	--	--	--	--	--	2*
Totals	19	17	23	22	20	18	13	9	141

*Did not list age.

The school is located in Kay County in northern Oklahoma. It is seven miles south of Arkansas City, Kansas, 10 miles north of Newkirk, Oklahoma and one mile west of Highway 77.

The initial contact with the school's superintendent, Jimmy R. Baker, was established by telephone at which time an on-site visit to the campus and the superintendent's office was arranged. A general explanation of the nature, scope, and purpose of the study was given the superintendent during the visit. Upon Baker's approval of the study, contact was made with the head counselor and English teacher,

who assisted in the administration of the data-gathering instruments used in the study.

Collection of the Data

The method followed in the collection of the data was closed-form questionnaires in a face-to-face classroom situation administered by the researcher. The questionnaires were administered to students present for classes on Tuesday, April 29, and Wednesday, May 7, 1975. The scheduling of the data gathering activities on two alternate days of the week was an attempt to take advantage of the higher mid-day class attendance pattern of the students in order to obtain the maximum sampling percentage of the population.

The time required for completion of the questionnaires is approximately 50 minutes, or one class period.

Instruments

The data gathering instruments employed in this study (Activity Experience Inventory and Rating of Perceived Abilities) were developed by William Price Ewens who is a professor in the Department of Applied Behavioral Studies in Education at Oklahoma State University.

The Activity Experience Inventory consists of a 250 item questionnaire covering ten manifest interest areas and a separate answer sheet as shown in Appendix A.

The Rating of Perceived Abilities instrument consists of a form and ten slips of paper as shown in Appendix B. The form includes instructions and space for the student's use in recording the order of their self-ranking of perceived abilities. The ten slips of

paper are for the student's use in arranging their perceived abilities in order from highest to lowest relative to ten categories of activities.

Limitations

Limitations acknowledged in this study include:

1. A fact-of-life realism that is inherent in the involuntary participation of individuals in completing questionnaires in which they may or may not be interested but simply because they are asked to do so.
2. The characteristics of the population which will not permit generalization to any other populations.

CHAPTER IV

RESULTS

Presentation of the Data

The purpose of this study is to examine the relationship (as measured by the rho coefficient) between the rankings of manifest interest and perceived ability of the students of the Chilocco Indian School, Chilocco, Oklahoma.

The data gathering instruments used in this study were administered to the students by the researcher during the spring semester on April 29 and May 7 of the 1974-75 school year. The instruments were administered to single classes, and/or by combining two classes, on occasion. Teachers of each of the classes, and others, provided valuable assistance in the data gathering process.

In order to provide a basis for increased reader appreciation of the total study, it is essential that some basic and detailed information about the participants under examination should be provided. Table II is presented for that purpose. The information provided in Table II is directly related to the students who participated in the study.

TABLE II

COMPOSITION OF THE STUDY POPULATION AND THE TOTAL POPULATION BY GRADE, SEX AND PER CENT

Grades	Study Population Male	Female	Total Study Population	Per Cent of Grade	Per Cent of Total Population	Total Student Population
9th	19	17	36	37	.14	97
10th	23	22	45	76	.18	59
11th	20	18	38	64	.15	59
12th	13	9	22	61	.09	36
Totals	75	66	141		.56	251

Probably the most noticeable feature of Table II is the larger size of the freshman class as reflected in the student population column. It is almost three times larger than the senior class and nearly twice as large as both the sophomore and junior classes. Also, the number 36 in the total study population column represents only 37 per cent of the ninth grade class population. It will be noted also that just slightly over 50 per cent of the total student population participated in the study. Forty-five of the 59 students, or 76 per cent of the sophomore class assisted in the study which was the highest class participation rate.

Table III includes information pertaining to the students who did not participate in the study. The non-participants numbered 110 students or 44 per cent of the total student population. The reasons

for their non-participation is assumed to be due, in part, to such things as: illness, outside classroom activities, time of school year data collection was scheduled, students' high absentee record, school's attendance policy, plus approximately six questionnaires returned unuseable, and possibly other reasons.

TABLE III

NON-PARTICIPANT STUDENT POPULATION
BY GRADE AND PER CENT

Grades	Total Non-Participant Population	Per Cent of Grade	Per Cent of Total Population	Total Student Population
9th	61	63	24	97
10th	14	24	6	59
11th	21	36	8	59
12th	14	39	6	36
Total	110		44	251

Information presented in Table III is that the number of non-participating students in the study included 61 freshmen, 14 sophomores, 21 juniors, and 14 seniors for a total of 110 or 44 per cent of the total student population.

Additional data concerning the characteristics of the Chilocco Indian School students is included in Table IV. Information presented in Table IV includes the average ages of the students by grade, sex, and the age range by grade.

Table IV

AVERAGE AGE OF STUDENTS BY GRADE AND SEX, AND AGE RANGES BY GRADES

Grade	Male	Female	Both	Range
9th	15.9	15.2	15.6	14-18
10th	16.5	16.5	16.5	15-18
11th	16.9	17.0	16.9	16-20
12th	18.4	18.7	18.5	17-20

One of the more noteworthy aspects of Table IV is what appears to be a tendency for the age range to extend higher than the usual high school age presumed to be normal.

In approaching the primary focus of this study, an explanation is in order concerning the treatment of the data after completion of the data gathering process. All treatment of the data was accomplished by hand. Each student's responses to the questionnaires were scored, totaled, and placed in rank order according to the following manifest interest areas: outdoor, mechanical, computational, scientific,

persuasive, artistic, literary, musical, social service, and clerical. These ranked scores were then placed in tabular form alongside each student's self-ranking or perceived ability.

The rho coefficient was selected as the statistical measure for determining the relationship between the rankings of manifest interest and perceived ability of the students who properly completed questionnaires. The reason for using the rho coefficient was because one of the measures, perceived ability, was in rank order; therefore, the rho was the most logical and appropriate to use.

The percentiles of rho values for each grade, sex, and the total study population is presented in Table V. The frequency table of raw data provided the information from which the percentiles of rho values were calculated and are shown in Appendix D.

Interpretation of the Data

Probably the most notable rho value in Table V is .45 which was obtained by the 9th grade males at the 25th percentile. This means that 75 per cent of the 9th grade males obtained a rho value greater than .45 which represents a very good relationship. And conversely, the 9th grade females obtained a rho value of -.09 at the 25th percentile. The lowest rho value of -.27 was obtained by the 10th grade females at the 25th percentile. Also, at the 50th percentile, the 10th grade females obtained the lowest rho value of .20.

A fairly large overall difference exists in rho values between the males and females. The greatest difference between the males and females is .26 and .00 respectively, which is at the 25th percentile.

TABLE V

PERCENTILES OF RHO VALUES

Grades	9th		10th		11th		12th				Total Study Population
Students	19	17	23	22	20	18	13	9	Total		
	M	F	M	F	M	F	M	F	M	F	
$P_{.25}$	.45	-.09	.23	-.27	.25	.22	.12	.32	.26	.00	.15
$P_{.50}$	.61	.15	.45	.20	.45	.50	.45	.47	.49	.38	.44
$P_{.75}$	.76	.43	.64	.48	.66	.68	.58	.55	.67	.54	.60

The rho values among the grades vary at the 25th percentile from -.27 to .45; at the 50th percentile from .15 to .61; and at the 75th percentile from .43 to .76. The rho values vary overall between the males and females from .00 for females at the 25th percentile to .67 at the 75th percentile for the males.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A summary of this study including the major findings are presented in this chapter. Also, the conclusions drawn and the recommendations made, as based upon the analysis and summary of the data, are found in this chapter.

Summary

The primary purpose of this study was to examine the relationship between the rankings of manifest interest and perceived ability of the high school students of the Chilocco Indian School which is located at Chilocco, Oklahoma.

The 141 students in the population are male and female youth between the ages of 14 and 20, and are of one-quarter or more degree of Indian blood. Students in this population represent 18 different states and a number of different Indian tribes. Chilocco Indian School is a non-reservation boarding school operated by the Bureau of Indian Affairs of the United States Government, Department of the Interior.

The data was collected by using closed-form questionnaires in a face-to-face classroom situation during the spring semester of the 1974-75 school year. The instruments were administered by the researcher to individual classes in some instances and to a combination of two classes on occasion. The instruments used in the data collection

process were developed by William Price Ewens who is a professor in the Department of Applied Behavioral Studies at Oklahoma State University. The statistical method used to study the data was the rho coefficient of correlation.

The analysis of the data involved comparing the relationship between the rankings of manifest interest and perceived ability as represented by the rho coefficient of correlation.

The ten manifest interest areas included in the study were: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. Students were asked to self-rank themselves according to their perceived abilities relative to each one of the manifest interest areas. These rankings provided the data from which calculations were made, and the comparisons of the relationships followed.

Conclusions

The conclusions presented here were drawn from a review of the information and data contained in this study.

The major conclusion of this study is that at least 75 per cent of the students have a fairly high relationship between manifest interest and perceived ability. The rho values of the 9th grade males tends to be very high ranging from .45 at the 25th percentile, through .61 at the 50th percentile (or median), and up to .76 at the 75th percentile. The differences in the rho values between the males and females overall tends to be fairly large. The rho values are consistently higher for the males at the 75th percentile except for the females of the 11th grade which is slightly higher than the males.

Although there is considerable variation between the lower and upper extremes in the overall rho values in this study, the general pattern of the values exceeds the expectations of this researcher.

Recommendations

Based upon findings in this study, the researcher makes the following recommendations:

1. That a follow-up study be conducted in an attempt to determine the reason or reasons for the low relationship between manifest interest and perceived ability as indicated by the rho values at the lower extremes.
2. That a follow-up study be conducted to determine the limiting factors to only 56 per cent student participation in this study.
3. That an attempt be made to involve the students of the Chilocco Indian School in a career education program for a year and then conduct a restudy of the students and compare the relationship between manifest interest and perceived ability.

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APPENDIX A

ACTIVITY EXPERIENCE INVENTORY

ACTIVITY EXPERIENCE INVENTORY

A Measure of Manifest Interest

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(Experimental Edition)

ACTIVITY EXPERIENCE INVENTORY

By

Wm. Price Ewens

This is not a test but is designed to give you an opportunity to indicate the amount of experience you have had in certain activities. On the answer sheet provided indicate your experience in each activity using the numbers 0 through 4 with these numbers having the following meanings:

(0) - No experience in the activity

(1) - A small amount of experience in the activity

(2) - Have had occasional experience in the activity

(3) - Frequently or often experience in the activity

(4) - A large amount of experience in the activity

In the following example two activities will further illustrate the above definitions as well as the method of marking the answer sheet.

EXAMPLES

Have you

1. painted with water colors? 1. 0 1 2 (3) 4

2. helped people with books in a library? 2. 0 (1) 2 3 4

By making a circle around (3) in response to the first activity more than "occasional experience" painting with water colors has been indicated but less than a "large amount of experience." In the second activity the circle around (1) indicates a "small amount of experience" in helping people find books in a library but not as much experience as "occasional" which would be a marking of 2.

When the directions are understood you are ready to open the booklet and to mark your experience in the listed activities as illustrated in the examples.

Have you

1. cultivated and cared for vegetables, flowers or other garden products? . . . . . .

2. planted, cultivated and harvested crops with power machinery? . . . . . .

3. attended fairs to see livestock and farm product exhibits? . . . . . .

4. played football, baseball, tennis and other outdoor games? . . . . . .

5. cared for cattle, horses or other farm and ranch animals? . . . . . .

Have you

6. repaired household implements, such as vacuum cleaners, electric toasters, sewing machines? . . . . .

7. made your own toys, such as coaster wagons, kites, doll houses, etc.? . . . . . .

8. mended broken articles with solder or liquid cement? . . . . . .

9. read popular science or popular mechanics? . . . . . .

10. built model airplanes, locomotives, ships, etc.? . . .

Have you

11. figured costs or profits for a school concession stand or other activity? . . . . . .

12. kept record of automobile mileage or gasoline consumption on long trips? . . . . . .

13. been a member of committees to purchase supplies for a party? . . . . . .

14. been a business manager of a yearbook or school paper staff? . . . . . .

15. kept record of your allowance and how the money was used? . . . . . .

Have you

16. studied wild animal or bird life by observing nesting, feeding, migration, etc.? . . . . .

17. experimented with batteries, vinegar, salt, or other common commodities? . . . . . .

18. made a collection in insects, birds' nests, interesting rocks, etc.? . . . . . .

19. tried to figure out predictive signs of weather for your community? . . . . . .

20. studied rock and soil composition and reasons for land formations? . . . . . .

Have you

21. taken an active part in school elections by campaigning for yourself or a friend? . . . . . .

22. given speeches to convince others of the desirability of a product, play, etc.? . . . . . .

23. led discussion groups in church, Boy Scouts, Girl Scouts, club groups, etc.? . . . . . .

24. interviewed people over the telephone in a survey of public opinion? . . . . . .

25. participated on a membership committee for a club or organization? . . . . . .

Have you

26. participated in craft hobbies such as leather work, woodcarving, ceramics, etc.? . . . . . .

27. decorated or planned the decorations and furnishings for your own room? . . . . . .

28. contributed drawings to the school paper, yearbook, or magazine? . . . . . .

29. done sign painting, printing or made posters for school or social functions? . . . . . .

30. woven rugs or baskets, or embroidered scarfs, pillow slips, etc.? . . . . . .

Have you

31. written plays or skits that were used by groups in your school or community? . . . . . .

32. read works of a given author because of interest in his literary style? . . . . . .

33. read articles of a columnist because of his literary style? . . . . . .

34. written poems or prose which was printed in the school paper? . . . . . .

35. written stories for the school paper, magazine or yearbook? . . . . . .

Have you

36. collected records or belonged to a group which listened to popular records? . . . . . .

37. followed the music of a selection while it was being played? . . . . . .

38. composed new tunes to sing or to play on a musical instrument? . . . . . .

39. watched rehearsals of an orchestra, band, glee club, etc.? . . . . . .

40. played wind instruments such as a horn, flute, etc.? .

Have you

41. worked for the improvement of some undesirable condition in your school or neighborhood? . . . . . .

42. worked on drives for charitable funds, such as Christmas Seals, March of Dimes? . . . . . .

43. taught children to make model airplanes, ships, dolls, furniture, etc.? . . . . . .

44. helped prepare or deliver boxes of food, clothing, etc., to the needy? . . . . . .

45. been a member of YMCA, YWCA, Hi-Y, Boy Scouts, Girl Scouts, etc.? . . . . . .

Have you

46. estimated and collected the expenses for a club picnic, party, or other activity? . . . . . .

47. been business manager of an organization, e.g., school play, athletic team? . . . . . .

48. addressed envelopes in preparation for sending invitations? . . . . . .

49. filed correspondence or papers for teachers or business men? . . . . . .

50. operated an adding machine or similar office equipment? . . . . . .

Have you

51. hunted and made a collection of Indian relics? . . .

52. planted or cared for trees, shrubs, or lawns? . . .

53. gone canoeing, boating, or sailed sailboats? . . . .

54. raised chickens, turkeys, or other poultry? . . . . .

55. picked cotton, fruit, nuts, berries, etc.? . . . . .

Have you

56. taken mechanical equipment apart to see how it worked? . . . . . .

57. built bird houses, dog houses or like objects? . . .

58. read technical books and articles on mechanics? . . .

59. played with erector sets, mechano sets, etc.? . . .

60. taken apart or fixed clocks or watches? . . . . . .

Have you

61. kept a financial account for an organization or club? . . . . . .

62. worked on jobs that required mathematical computation? . . . . . .

63. worked in the billing office of a store or business? . . . . . .

64. volunteered to keep score when playing cards? . . . . . .

65. worked on a job that required making change? . . . .

Have you

66. challenged generalizations made without supporting evidence? . . . . . .

67. made drawings of bacteria observed through a microscope? . . . . . .

68. been a member of a group taking science field trips? . . . . . .

69. read current literature concerning scientific studies? . . . . . .

70. studied the nature of diseases and possible cures? . . . . . .

Have you

71. written ads or publicity for school or community activities? . . . . . .

72. had charge of arrangements of a meeting, party, or program? . . . . . .

73. had courses in public speaking, salesmanship, or dramatics? . . . . . .

74. sold seeds, stamps, or other articles in your neighborhood? . . . . . .

75. collected money for community or school projects? . .

Have you

76. attempted to reproduce a scene on paper or canvas? . . . . . .

77. copied sketches of people, animals, or buildings? . . . . . .

78. studied art beyond that required in school? . . . . .

79. made flower arrangements for decorations? . . . . .

80. made a scrapbook of pictures or paintings? . . . . .

Have you

81. collected a library of your favorite books? . . . . .

82. kept written notes on personal experiences? . . . . .

83. read book reviews of current publications? . . . . .

84. written reports for committee meetings? . . . . . .

85. corresponded with friends or relatives? . . . . . .

Have you

86. played string instruments such as piano, violin, etc.? . . . . . .

87. read books on the history and development of music? . . . . . .

88. looked up the story of an opera before attending? . . . . . .

89. appeared as a vocalist in a musical production? . . . . . .

90. sung in harmony with a group of friends? . . . . . .

Have you

91. taught children to use modeling clay, crayons, paints, etc.? . . . . . .

92. helped people get acquainted by making introductions? . . . . . .

93. made collections for the needy at Christmas time? . . . . . .

94. helped other students with their school work? . . . .

95. made things to be distributed to the needy? . . . .

Have you

96. read proof for a school paper or other publications? . . . . . .

97. acted as timer for workers or at sports activities? . . . . . .

98. been secretary for a club or for an individual? . . .

99. used a mimeograph or duplicating machine? . . . . .

100. worked in an office as a clerical worker? . . . . .

Have you

101. trailed animals or persons in the woods? . . . . .

102. trapped or raised fur bearing animals? . . . . . .

103. pruned and repaired damaged trees? . . . . . .

104. grafted trees or other plants? . . . . . .

105. trapped wild animals or birds? . . . . . .

Have you

106. repaired damaged utensils in your home? . . . . . .

107. had courses in mechanical drawing? . . . . . .

108. repaired or refinished furniture? . . . . . .

109. changed tires on a car or bicycle? . . . . . .

110. sharpened knives or garden tools? . . . . . .

Have you

111. made graphs, charts, or scale diagrams? . . . . . .

112. conducted public surveys or opinion polls? . . . . .

113. had courses in bookkeeping or accounting? . . . . .

114. planned the budgets for dances or plays? . . . . .

115. weighed packages and computed postage? . . . . . .

Have you

116. experimented with making candy, cakes, or salads? .

117. taken more than required science courses? . . . . .

118. listened to scientific talks on the radio? . . . .

119. visited museums of science and history? . . . . . .

120. read topics on weather forecasting? . . . . . .

Have you

121. worked as a salesman or saleswoman in a store? . . . . . .

122. sold subscriptions to magazines or newspapers? . .

123. participated in public speaking contests? . . . . .

124. served as moderator on a panel discussion? . . . .

125. sold ads for your school annual or paper? . . . .

Have you

126. studied picture composition in photography? . . . .

127. been on decoration committees for parties? . . . .

128. done art work in clay, stone or wood? . . . . . .

129. designed or drawn patterns for clothes? . . . . .

130. drawn plans for a piece of furniture? . . . . . .

Have you

131. read biographies of famous authors? . . . . . .

132. written script for radio programs? . . . . . .

133. recited poetry or given readings? . . . . . .

134. spent leisure time in a library? . . . . . .

135. written criticisms of novels? . . . . . .

Have you

136. studied musical composition or composed music? . .

137. written musical arrangements for an orchestra? . .

138. been a member of a glee club, chorus or choir? . . . . . .

139. attended classical musical performances? . . . . .

140. studied music beyond required courses? . . . . .

Have you

141. helped people when they were in trouble? . . . . . .

142. helped take care of persons who were ill? . . . . .

143. assisted elderly people to cross streets? . . . . .

144. visited slum areas to observe conditions? . . . . .

145. helped supervise playground activities? . . . . . .

Have you

146. performed clerical work for clubs or societies? . . . . . .

147. kept records of scores on tests and daily work? . .

148. worked as a stock clerk or inventory clerk? . . . .

149. kept materials neatly arranged in a desk? . . . . .

150. sorted mail, cards, papers, fruit, etc.? . . . . .

Have you

151. gone fishing or hunting? . . . . . .

152. gone on exploring trips? . . . . . .

153. gone horseback riding? . . . . . .

154. gone on camping trips? . . . . . .

155. attended summer camps? . . . . . .

Have you

156. repaired worn electric cords? . . . . . .

157. repaired electrical switches? . . . . . .

158. worked on mechanical puzzles? . . . . . .

159. built or repaired radio sets? . . . . . .

160. used metal pounding tools? . . . . . .

Have you

161. computed mathematics problems for fun? . . . . . .

162. taken elective courses in mathematics? . . . . . .

163. read water, electric, or gas meters? . . . . . .

164. tried to solve mathematical puzzles? . . . . . .

165. computed distances on a map?. . . . . .

Have you

166. looked at stars through a telescope? . . . . . .

167. disected small animals and insects? . . . . . .

168. collected flowers, leaves, etc.? . . . . . .

169. read biographies of scientists? . . . . . .

170. used laboratory equipment? . . . . . .

Have you

171. promoted sales by means of the telephone? . . . .

172. served on a school publicity committee? . . . . . .

173. been a leader in group activities? . . . . . .

174. sold tickets for dances or plays? . . . . . .

175. argued on controversial issues? . . . . . .

Have you

176. collected copies of famous paintings? . . . . . .

177. made your own Christmas cards? . . . . . .

178. studied landscape gardening? . . . . . .

179. used finger paint materials? . . . . . .

180. designed scenery for plays? . . . . . .

Have you

181. participated in a book club? . . . . . .

182. entered literary contests? . . . . . .

183. read collections of poems? . . . . . .

184. read collections of plays? . . . . . .

185. read historical novels? . . . . . .

Have you

186. read biographies of composers? . . . . . .

187. participated in musical contests? . . . . . .

188. criticized musical productions? . . . . . .

189. collected classical recordings? . . . . . .

190. directed an orchestra or choir? . . . . . .

Have you

191. assisted handicapped children or adults? . . . . .

192. nursed injured animals back to health? . . . . . .

193. taught games to children or adults? . . . . . .

194. volunteered for Red Cross work? . . . . . .

195. visited friends in hospitals? . . . . . .

Have you

196. worked in a school attendance office? . . . . . .

197. kept personal or family accounts? . . . . . .

198. collected and catalogued stamps? . . . . . .

199. classified and labeled books? . . . . . .

200. filed cards alphabetically? . . . . . .

Have you

201. cared for wild life? . . . . . .

202. cooked out of doors? . . . . . .

203. tamed wild animals? . . . . . .

204. built camp fires? . . . . . .

205. gone on hikes? . . . . . .

Have you

206. worked in a filling station? . . . . . .

207. worked a jig-saw puzzle? . . . . . .

208. used woodworking tools? . . . . . .

209. fixed leaking faucets? . . . . . .

210. used a micrometer? . . . . . .

Have you

211. used calculating machines? . . . . . .

212. used mathematical tables? . . . . . .

213. worked as a shipping clerk? . . . . . .

214. kept an expense account? . . . . . .

215. used a slide rule? . . . . . .

Have you

216. built radio receiving sets? . . . . . .

217. used a home chemistry set? . . . . . .

218. read scientific magazines? . . . . . .

219. belonged to science clubs? . . . . . .

220. attempted inventions? . . . . . .

Have you

221. talked on the radio or television? . . . . . .

222. organized clubs or societies? . . . . . .

223. won slogan contests? . . . . . .

224. participated in debating? . . . . . .

225. collected bills? . . . . . .

Have you

226. attended style shows? . . . . . .

227. gone to art exhibits? . . . . . .

228. studied hair styles? . . . . . .

229. collected antiques? . . . . . .

230. drawn cartoons? . . . . . .

Have you

231. read "Best Sellers?" . . . . . .

232. written book reviews? . . . . . .

233. written poetry? . . . . . .

234. memorized poems? . . . . . .

235. kept a diary? . . . . . .

Have you

236. played in an orchestra or band? . . . . . .

237. taken lessons in voice? . . . . . .

238. attended concerts? . . . . . .

239. gone to operettas? . . . . . .

240. attended operas? . . . . . .

Have you

241. taught Sunday School Classes? . . . . . .

242. told stories to children? . . . . . .

243. taken care of children? . . . . . .

244. read to sick persons? . . . . . .

245. trained animals? . . . . . .

Have you

246. kept and balanced books? . . . . . .

247. kept accounts or records? . . . . . .

248. worked in a library? . . . . . .

249. worked as a cashier? . . . . . .

250. kept a scrapbook? . . . . . .

Name_____ Age_____ Grade_____ Sex M F

201. 0 1 2 3 4	151. 0 1 2 3 4	101. 0 1 2 3 4	51. 0 1 2 3 4	1. 0 1 2 3 4
202. 0 1 2 3 4	152. 0 1 2 3 4	102. 0 1 2 3 4	52. 0 1 2 3 4	2. 0 1 2 3 4
203. 0 1 2 3 4	153. 0 1 2 3 4	103. 0 1 2 3 4	53. 0 1 2 3 4	3. 0 1 2 3 4
204. 0 1 2 3 4	154. 0 1 2 3 4	104. 0 1 2 3 4	54. 0 1 2 3 4	4. 0 1 2 3 4
205. 0 1 2 3 4	155. 0 1 2 3 4	105. 0 1 2 3 4	55. 0 1 2 3 4	5. 0 1 2 3 4
206. 0 1 2 3 4	156. 0 1 2 3 4	106. 0 1 2 3 4	56. 0 1 2 3 4	6. 0 1 2 3 4
207. 0 1 2 3 4	157. 0 1 2 3 4	107. 0 1 2 3 4	57. 0 1 2 3 4	7. 0 1 2 3 4
208. 0 1 2 3 4	158. 0 1 2 3 4	108. 0 1 2 3 4	58. 0 1 2 3 4	8. 0 1 2 3 4
209. 0 1 2 3 4	159. 0 1 2 3 4	109. 0 1 2 3 4	59. 0 1 2 3 4	9. 0 1 2 3 4
210. 0 1 2 3 4	160. 0 1 2 3 4	110. 0 1 2 3 4	60. 0 1 2 3 4	10. 0 1 2 3 4
211. 0 1 2 3 4	161. 0 1 2 3 4	111. 0 1 2 3 4	61. 0 1 2 3 4	11. 0 1 2 3 4
212. 0 1 2 3 4	162. 0 1 2 3 4	112. 0 1 2 3 4	62. 0 1 2 3 4	12. 0 1 2 3 4
213. 0 1 2 3 4	163. 0 1 2 3 4	113. 0 1 2 3 4	63. 0 1 2 3 4	13. 0 1 2 3 4
214. 0 1 2 3 4	164. 0 1 2 3 4	114. 0 1 2 3 4	64. 0 1 2 3 4	14. 0 1 2 3 4
215. 0 1 2 3 4	165. 0 1 2 3 4	115. 0 1 2 3 4	65. 0 1 2 3 4	15. 0 1 2 3 4
216. 0 1 2 3 4	166. 0 1 2 3 4	116. 0 1 2 3 4	66. 0 1 2 3 4	16. 0 1 2 3 4
217. 0 1 2 3 4	167. 0 1 2 3 4	117. 0 1 2 3 4	67. 0 1 2 3 4	17. 0 1 2 3 4
218. 0 1 2 3 4	168. 0 1 2 3 4	118. 0 1 2 3 4	68. 0 1 2 3 4	18. 0 1 2 3 4
219. 0 1 2 3 4	169. 0 1 2 3 4	119. 0 1 2 3 4	69. 0 1 2 3 4	19. 0 1 2 3 4
220. 0 1 2 3 4	170. 0 1 2 3 4	120. 0 1 2 3 4	70. 0 1 2 3 4	20. 0 1 2 3 4
221. 0 1 2 3 4	171. 0 1 2 3 4	121. 0 1 2 3 4	71. 0 1 2 3 4	21. 0 1 2 3 4
222. 0 1 2 3 4	172. 0 1 2 3 4	122. 0 1 2 3 4	72. 0 1 2 3 4	22. 0 1 2 3 4
223. 0 1 2 3 4	173. 0 1 2 3 4	123. 0 1 2 3 4	73. 0 1 2 3 4	23. 0 1 2 3 4
224. 0 1 2 3 4	174. 0 1 2 3 4	124. 0 1 2 3 4	74. 0 1 2 3 4	24. 0 1 2 3 4
225. 0 1 2 3 4	175. 0 1 2 3 4	125. 0 1 2 3 4	75. 0 1 2 3 4	25. 0 1 2 3 4
226. 0 1 2 3 4	176. 0 1 2 3 4	126. 0 1 2 3 4	76. 0 1 2 3 4	26. 0 1 2 3 4
227. 0 1 2 3 4	177. 0 1 2 3 4	127. 0 1 2 3 4	77. 0 1 2 3 4	27. 0 1 2 3 4
228. 0 1 2 3 4	178. 0 1 2 3 4	128. 0 1 2 3 4	78. 0 1 2 3 4	28. 0 1 2 3 4
229. 0 1 2 3 4	179. 0 1 2 3 4	129. 0 1 2 3 4	79. 0 1 2 3 4	29. 0 1 2 3 4
230. 0 1 2 3 4	180. 0 1 2 3 4	130. 0 1 2 3 4	80. 0 1 2 3 4	30. 0 1 2 3 4
231. 0 1 2 3 4	181. 0 1 2 3 4	131. 0 1 2 3 4	81. 0 1 2 3 4	31. 0 1 2 3 4
232. 0 1 2 3 4	182. 0 1 2 3 4	132. 0 1 2 3 4	82. 0 1 2 3 4	32. 0 1 2 3 4
233. 0 1 2 3 4	183. 0 1 2 3 4	133. 0 1 2 3 4	83. 0 1 2 3 4	33. 0 1 2 3 4
234. 0 1 2 3 4	184. 0 1 2 3 4	134. 0 1 2 3 4	84. 0 1 2 3 4	34. 0 1 2 3 4
235. 0 1 2 3 4	185. 0 1 2 3 4	135. 0 1 2 3 4	85. 0 1 2 3 4	35. 0 1 2 3 4
236. 0 1 2 3 4	186. 0 1 2 3 4	136. 0 1 2 3 4	86. 0 1 2 3 4	36. 0 1 2 3 4
237. 0 1 2 3 4	187. 0 1 2 3 4	137. 0 1 2 3 4	87. 0 1 2 3 4	37. 0 1 2 3 4
238. 0 1 2 3 4	188. 0 1 2 3 4	138. 0 1 2 3 4	88. 0 1 2 3 4	38. 0 1 2 3 4
239. 0 1 2 3 4	189. 0 1 2 3 4	139. 0 1 2 3 4	89. 0 1 2 3 4	39. 0 1 2 3 4
240. 0 1 2 3 4	190. 0 1 2 3 4	140. 0 1 2 3 4	90. 0 1 2 3 4	40. 0 1 2 3 4
241. 0 1 2 3 4	191. 0 1 2 3 4	141. 0 1 2 3 4	91. 0 1 2 3 4	41. 0 1 2 3 4
242. 0 1 2 3 4	192. 0 1 2 3 4	142. 0 1 2 3 4	92. 0 1 2 3 4	42. 0 1 2 3 4
243. 0 1 2 3 4	193. 0 1 2 3 4	143. 0 1 2 3 4	93. 0 1 2 3 4	43. 0 1 2 3 4
244. 0 1 2 3 4	194. 0 1 2 3 4	144. 0 1 2 3 4	94. 0 1 2 3 4	44. 0 1 2 3 4
245. 0 1 2 3 4	195. 0 1 2 3 4	145. 0 1 2 3 4	95. 0 1 2 3 4	45. 0 1 2 3 4
246. 0 1 2 3 4	196. 0 1 2 3 4	146. 0 1 2 3 4	96. 0 1 2 3 4	46. 0 1 2 3 4
247. 0 1 2 3 4	197. 0 1 2 3 4	147. 0 1 2 3 4	97. 0 1 2 3 4	47. 0 1 2 3 4
248. 0 1 2 3 4	198. 0 1 2 3 4	148. 0 1 2 3 4	98. 0 1 2 3 4	48. 0 1 2 3 4
249. 0 1 2 3 4	199. 0 1 2 3 4	149. 0 1 2 3 4	99. 0 1 2 3 4	49. 0 1 2 3 4
250. 0 1 2 3 4	200. 0 1 2 3 4	150. 0 1 2 3 4	100. 0 1 2 3 4	50. 0 1 2 3 4

APPENDIX B

RATING OF PERCEIVED ABILITIES

Name _____

In the process of day-to-day living individuals become involved in activities of many types and continually assess their performance in these activities. Through these experiences an individual develops an impression of his/her ability to function well or poorly, or some place between these extremes, in a wide range of activities. For purposes of this task this "impression of ability" will be referred to as "perceived ability." Do not write on the slips of paper.

Each of the ten slips of paper handed to you has a term on it which represents a category of activities (kinds of experience). Please arrange these slips of paper in order of your impression of your ability (perceived ability) with the area of highest ability being considered a rank of one (1) and the lowest ability a rank of ten (10). Write the order of your perceived abilities on the form below.

AREA:	RANKING OF PERCEIVED ABILITY:
Outdoor	_____
Mechanical	_____
Computational	_____
Scientific	_____
Persuasive	_____
Artistic	_____
Literary	_____
Musical	_____
Social Service	_____
Clerical	_____

OUTDOOR Farmer, Florist, Tree Surgeon, Surveyor, Nurseryman, County Extension Worker, Forrester, Telephone Lineman, etc.	ARTISTIC Artist, Sculptor, Dress Designer, Architect, Hairdresser, Interior Decorator, Photographer, Window Display Worker, etc.
MEHCANICAL Electrician, Carpenter, Lens Grinder, Dressmaker, Upholsterer, Cleaning and Dying Worker, Automobile Repairman, Toolmaker, etc.	LITERARY English Teacher, Poet, Editor, News Reporter, Librarian, Actor, etc.
COMPUTATIONAL Bookkeeper, Accountant, Office Machine Operator, Bank Teller Mathematician, etc.	MUSICAL Musician, Music Teacher, Music Critic, Music Store Clerk, Arranger, Dancer, Disc Jockey, etc.
SCIENTIFIC Physician, Chemist, Engineer, Dental Hygienist, Meteorologist, Pharmacist, Dental Technician, etc.	SOCIAL SERVICE Social Worker, Teacher, Nurse, Personnel Worker, Hospital Attendant, Scout Leader, Clergyman, Counselor, etc.
PERSUASIVE Salesman, Personnel Manager, Buyer, Collector of Bills and Accounts, Adjustment Clerk, Lawyer, Radio Announcer, etc.	CLERICAL File Clerk, Statistician, Mail Clerk, Stock Clerk, Telephone Operator, Secretary, Typist, Cashier, etc.

APPENDIX C

STATES REPRESENTED IN SURVEY

	Number of Students	Per Cent
Oklahoma	63	45.65
Arizona	14	10.14
Kansas	9	6.52
Montana	8	5.79
New Mexico	7	5.07
Florida	6	4.34
North Carolina	5	3.62
Texas	5	3.62
New York	4	2.89
North Dakota	3	2.17
South Dakota	3	2.17
Minnesota	2	1.44
Nebraska	2	1.44
Washington	2	1.44
Wyoming	2	1.44
California	1	0.72
Colorado	1	0.72
Pennsylvania	1	0.72
	N=138*	

45.7% from within Oklahoma

54.3% from outside state

---

* Three students of the 141 in survey did not list home state.

APPENDIX D

FREQUENCY TABLE OF RAW DATA

FREQUENCY TABLE OF RAW DATA

Distribution	Grades 9th M	9th F	10th M	10th F	11th M	11th F	12th M	12th F	Total Male	Total Female	Total Study Population
.80 - .89	3	0	0	1	1	1	0	0	4	2	6
.70 - .79	5	0	3	0	3	3	1	0	12	3	15
.60 - .69	2	0	5	1	3	3	2	1	12	5	17
.50 - .59	3	3	2	3	2	2	2	3	9	11	20
.40 - .49	3	2	3	4	2	3	3	2	11	11	22
.30 - .39	1	2	3	2	2	0	0	1	6	5	11
.20 - .29	0	1	2	0	4	2	1	0	7	3	10
.10 - .19	1	1	3	1	1	2	1	0	6	4	10
.00 - .09	1	2	0	3	1	1	0	0	2	6	8
-.10 - -.01	0	2	1	0	0	1	1	2	2	5	7
-.20 - -.11	0	0	1	3	0	0	1	0	2	3	5
-.30 - -.21	0	2	0	2	1	0	0	0	1	4	5
-.40 - -.31	0	0	0	1	0	0	0	0	0	1	1
-.50 - -.41	0	0	0	1	0	0	0	0	0	1	1
-.60 - -.51	0	0	0	0	0	0	0	0	0	0	0
-.70 - -.61	0	2	0	0	0	0	1	0	1	2	3
Totals									75	66	141

VITA

Ransom Frank Dick

Candidate for the Degree of

Master of Science

Thesis: AN EXAMINATION OF MANIFEST INTEREST AS RELATED TO STUDENTS' SELF-RANKING OF PERCEIVED ABILITY

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Ottawa County, Oklahoma, October 7, 1918, the son of Mr. and Mrs. Frank W. Dick (both deceased).

Education: Graduated from ninth grade, Seneca Indian School, Wyandotte, Oklahoma, May, 1936; graduated from high school, Chilocco Indian School, Chilocco, Oklahoma, May, 1939; received Associate in Arts degree in May, 1951 from Northeastern Oklahoma A & M College, Miami, Oklahoma; received the Bachelor of Science degree in May, 1954 from Oklahoma State University, Stillwater, Oklahoma, with a major in Business Administration, and two minors: Economics and Marketing; completed requirements for the degree of Master of Science at Oklahoma State University, Stillwater, Oklahoma in December, 1975.

Professional Experience: Coordinator of Indian Education, Columbia Junior College, Columbia, California; Assistant Director, AVCO Residential Skills Training Center, Glasgow AFB, Montana; Employment Assistance Specialist, Bureau of Indian Affairs, Browning, Montana; Real Estate Salesman, Poe Realty, Anchorage, Alaska; Deputy Director, Community Action Agency, Anchorage, Alaska; Director, State Rural Development Agency, Juneau, Alaska; Employment Assistance Technician, Bureau of Indian Affairs, Anchorage, Alaska; Airplane Mechanic, Federal Aviation Agency, Oklahoma City, Oklahoma, and Anchorage, Alaska; Senior Mechanic, American Airlines, Tulsa, Oklahoma; U. S. Air Force, World War II, four and one-half years, Honorable Discharge.

Licenses: Airplane Private Pilot (current); Airframe and Powerplant Mechanic (current); Alaska Real Estate Salesman (1967-68); California Community College Supervisory Credential, Partial Fulfillment (1970-72).